

MASTER OF ARTS DEGREE IN SCHOOL COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING

A Handbook for Students

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Introduction

The Master's Program *Handbook for Students* is designed to be used in conjunction with The University of Toledo *College of Graduate Studies Catalog* and the *Graduate Student Handbook*. The *Handbook for Students* is not intended to be used in place of these documents. Copies of the *College of Graduate Studies Catalog* are available through the College of Graduate Studies office or online at <http://catalog.utoledo.edu>. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents.

Mission, Vision, and Values

Mission. The mission of the Counselor Education Program is to provide training, professional leadership, and to conduct research in clinical mental health counseling, school counseling, and counselor education and supervision consistent with the mission of the College of Health and Human Services and The University of Toledo in which it resides.

Vision. The Counselor Education Program will remain the pre-eminent program in Northwest Ohio and Southeast Michigan for training, professional leadership, and research in community counseling, school counseling, and counselor education and supervision, and will continue to expand its national reputation and prominence.

Values.

1. Human diversity, respect for the individual, and freedom of expression.
2. Student-centered programs that integrate learning, discovery, and engagement, so that both traditional and nontraditional students may achieve their highest potential.
3. Excellence in our profession through mentorship of students, innovative learning opportunities, visionary programming, research contributions to the professional knowledge base, professional leadership, and partnerships with community schools, agencies, and healthcare providers.

School Counseling Program Objectives

After successfully completing the program, school counseling students will be expected to:

1. Understand ethical and legal considerations specifically related to the practice of school counseling.
2. Know the roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
3. Know how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
4. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
5. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
6. Identify various forms of needs assessments for academic, career, and personal/social development.
7. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.

8. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
9. Know how to design, implement, manage, and evaluate a comprehensive school counseling program.

Clinical Mental Health Counseling Program Objectives

After successfully completing the program, clinical mental health counseling students will be expected to:

1. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.
2. Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
3. Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
4. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
5. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
6. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
7. Apply relevant research findings to inform the practice of clinical mental health counseling.
8. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

Program Descriptions

The Counselor Education Program offers a Master of Arts degree in Counselor Education with specialized study in both School Counseling and Clinical Mental Health Counseling. Both programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling Program is accredited by CACREP as a Community Counseling Program. Graduates of the 48-semester hour School Counseling Program will meet the academic requirements for licensure as a School Counselor. Students enrolled in the 60-semester hour Clinical Mental Health Counseling Program will meet the academic requirements for licensure as a professional counselor (LPC) or professional clinical counselor (LPCC) in the State of Ohio and will receive training necessary to permit them to function in a wide-range of community service agencies.

Admission to the Program

Applicants for Master's study in the Counselor Education Program must be eligible for admission to the College of Graduate Studies at The University of Toledo. Following are the requirements for admission to The University of Toledo College of Graduate Studies.

1. **Earned Degree:** All graduate applicants must possess a bachelor's degree from a regionally accredited college or university.
2. **Cumulative GPA:** A 2.70 cumulative GPA for all previous academic work. All applicants with less than a 2.70 cumulative GPA on all undergraduate work are required to forward results of the GRE.
3. **GRE requirement:** It is within the discretion of the various departments to require the GRE (general test-institution code 1845) for all applicants. Please refer to the department website to determine if the GRE is required of all applicants. All international applicants who do not have a degree earned from a U.S. regionally accredited institution will be required to submit GRE scores for all graduate programs.
4. **Letters of Recommendation:** Depending on the program, letters of recommendation are required. Refer to the specific program's admission criteria for the required number of letters of recommendation.
5. **Transcript requirement:** The College of Graduate Studies requires **official transcripts** from all universities/colleges you are currently attending or have attended. Official transcripts are those sent directly from the institution to the College of Graduate Studies. Transcripts not received directly from the institution will be considered unofficial. Only official transcripts will be acceptable for final admission to the program.
5. **TOEFL requirement:** In addition to the requirements for regular admission, all applicants whose native language is not English must submit scores from a standardized test of English as a foreign language unless the applicant has graduated from a U.S., regionally accredited college or university or completed at least one full time academic year of study from a regionally accredited institution earning a 3.0 or greater GPA. Language instruction courses do not fulfill this requirement. *Test scores for TOEFL cannot be older than 2 years from the first day of the term that the student begins their program.*
6. **International Applicants, Financial Responsibility:** All international students must also demonstrate that they have adequate financial resources for their graduate education upon recommendation for admission. The College of Graduate Studies will initiate a request for documentation when appropriate.

The Counselor Education Program, in keeping with the counseling profession's learned societies, requires that all applicants demonstrate the personal and academic qualities necessary to successfully complete graduate study and go on to competently function in the counseling profession. Consequently, in addition to the College of Graduate Studies requirements, the Program requires that applicants:

1. Possess an undergraduate degree in an appropriate foundational field with a 3.0 or equivalent accumulated grade point average on a 4-point scale for all undergraduate study at all institutions attended.
2. For applicants with a grade point average below 2.7, they must submit an official Graduate Record Examination (GRE) score taken within the last five years. For applicants with a grade point average of 2.7 or higher, submitting GRE scores is optional. Students should contact the College of Graduate Studies regarding what constitutes an official GRE score report.
 - a. Applicants holding a doctoral degree from an accredited college or university are automatically excluded from the requirement to submit an official Graduate Record Examination score. If you are exempt from submitting a GRE score you must notify the College of Graduate Studies when you apply for admission.
 - b. Applicants holding a master's degree from an accredited college or university and whose cumulative graduate course work meets or exceeds 2.7 on a 4.0 scale are automatically excluded from the requirement to submit an official Graduate Record Examination Score. If you are exempt from submitting a GRE score you must notify the College of Graduate Studies when you apply for admission.

3. Submit a typed, written personal statement (suggested length 2-3 pages) detailing significant personal and professional experiences that relate to the applicant's decision to pursue a career in counseling (e.g., rationale for seeking degree, commitment to counseling as a profession). The personal statement should also address such topics as the applicant's skills or knowledge, preparation through education and/or experience, strengths and weaknesses, rationale for academic deficiencies, etc.
4. Submit a professional résumé.
5. Submit three letters of recommendation. It is preferred that at least one letter address the applicant's academic potential (i.e., from a University faculty member).

No applicant's materials will be reviewed for admission as a regular student until the applicant's file is complete and forwarded to the Program by the College of Graduate Studies. **It is the applicant's responsibility to ensure that all test scores, letters of recommendation, transcripts, and other supporting materials have been received by the Program prior to consideration for admission. The Program must receive all application materials by September 15, January 15, or May 15.** The program cannot guarantee that late applications will be considered during the semester in which they are received. This means application materials must be submitted to the College of Graduate Studies for processing at least six weeks prior to the above program deadlines.

The Program Applicant Screening Committee will screen applicants who meet academic admission criteria. The Applicant Screening Committee will evaluate and rate each applicant for (a) academic achievement and potential, (b) letters of recommendation, (c) related work or volunteer experience, (d) writing skills, and (e) educational background. In addition, faculty may review prospective students' social media presences and interactions for purposes of admission. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf.) The Committee will then recommend the best overall qualified applicants for an interview with the Program Admissions Committee.

The Admissions Committee is comprised of program faculty. The purpose of the interview is to provide applicants with additional information about the program, insure the program will meet applicants' needs, assess applicants' personal suitability to provide interpersonal counseling, assess the relevance of applicants' professional goals and objectives to the program and faculty, and to assess the applicants' ability in the following areas:

1. Academic Criteria
 - a. Clarity and appropriateness of personal and professional goals.
 - b. Match between applicant's goals and program offerings.
 - c. Realistic plans for completing the degree.
 - d. Relevant counseling-related experiences.
 - e. Relevant academic background.
 - f. Experience or training in cultural differences/diversity and inclusion.
 - g. Demonstrate accountability, integrity and honor in all course-related activities.
2. Counseling Skills
 - a. Ability to establish rapport.
 - b. Appropriate nonverbal/attending behaviors.
 - c. Concrete and focused communications.
 - d. Appropriate level of responsibility during the interview.

3. Personal Characteristics

- a. Good judgment in sharing personal feelings, thoughts, and experiences.
- b. Adequate personal awareness and growth through life experiences.
- c. Appropriate interpersonal and communication skills.
- d. Emotional maturity and stability.
- e. Considerate of the thoughts and ideas of others.
- f. Treat every individual with kindness, dignity, and respect.

The Program Admissions Committee will make a final determination regarding an applicant's admission usually within a few days following the interview. Applicants will be notified of the committee's decision by mail.

It should be noted that admission to the Counselor Education master's degree programs is selective and competitive. Meeting minimum program criteria does not guarantee that an applicant will be invited for an interview and being invited for an interview does not guarantee admission. Program instructional and advising resources are limited and this places restrictions on the number of students we can admit and effectively serve in a given term. Consequently, the Program may be unable to offer interviews or admission to otherwise qualified applicants.

Ohio, Michigan and most other states do not require school counselors to be licensed/certified as teachers. They do require a master's degree in school counseling including a 600-clock hour internship in a school under the supervision of a licensed school counselor. It is the student's responsibility to find a school or schools in which to complete practicum and internship. Most schools require a police background check. It is also the responsibility of the student to arrange for qualified supervision. Applicants expecting to practice outside of Ohio should consult that state's department of education to determine the current certification requirements. **For information on School Counseling licensure in Ohio, contact the Ohio Department of Education, 25 South Front Street, Columbus, OH 43215-4183, telephone (877) 644-6338. In Michigan contact the Michigan Department of Education, 608 W. Allegan Street, P.O. Box 30008, Lansing, MI 48909, telephone (833) 633-5788.**

Students interested in Professional Counselor licensure (LPC or LPCC) should contact their state's licensing board to determine current requirements. **In Ohio contact the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, 77 South High Street, 24th Floor, Room 2468, Columbus, OH 43215-6171, telephone (614) 466-0912. In Michigan contact the Michigan Board of Counseling, P.O. Box 30670, Lansing, MI, 48909, telephone (517) 335-0918.** Most agencies and credentialing bodies require a police background check. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or doing a practicum or internship in a school or agency.

The Counselor Education Program has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, veteran status, the presence of a disability, familial status, political affiliation and participation in protected activities. It is a policy of the Counselor Education Program to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission.

The Counselor Education Program welcomes inquiries into its programs. Persons interested in discussing the School Counseling Program should contact Hansori Jang, Ph.D., School Counseling Program Coordinator at hansori.jang@utoledo.edu (419-530-6125) or Tanesha Walker, Ph.D., Coordinator for the Clinical Mental Health Counseling Program at tanesha.walker2@utoledo.edu (419-530-4721).

The University of Toledo and the Counselor Education Program is committed to a policy of equal opportunity in education, employment, membership and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, veteran

status, the presence of a disability, familial status, political affiliation and participation in protected activities. The University will take affirmative action as required by federal or state law.

LPCs or LPCCs Seeking Licensure as a School Counselor

Any licensed or license-eligible professional counselor or professional clinical counselor who wants school counselor licensure, but is not seeking admission to the Master's Degree in School Counseling, must apply for admission to the School Counseling Licensure Endorsement Program. The applicant must hold or be admitted to a Master's Degree in Counseling. The application shall consist of an application form, official transcripts of graduate work in counseling, three letters of recommendation, and a personal statement clarifying why the applicant wishes to become a licensed school counselor. The application is submitted to the Counselor Education Program (not the College of Graduate Studies). Faculty members will review the application and the applicant may be required to appear for an interview. Applicants will be notified if they are admitted. If they are not admitted they will not be permitted to take COUN 6/8940 Counseling Internship, and they will not be endorsed for school counselor licensure. Please note that since the School Counselor Endorsement is not a degree program it probably will not qualify for federal financial aid or scholarships.

The application should be filed before taking any courses as a non-degree student, but must be filed by the end of the first semester in which the student is enrolled as a non-degree student. Under no circumstances will a non-degree student be allowed to enroll in COUN 6/8940 Counseling Internship without having first been admitted to the School Counseling Licensure Endorsement Program. Once admitted to the endorsement program the student will meet with the School Counseling Program Coordinator to fill out an Endorsement Plan of Study. The School Counseling Program Coordinator will specify which courses and the number of courses the student needs to complete to be endorsed for temporary school counselor licensure. Courses completed more than six years ago may have to be retaken. The student may be required to complete a school counseling practicum in addition to the school counseling internship. **It is the student's responsibility to find a school or schools in which to complete the internship, and to arrange for qualified supervision.** The School Counseling Program Coordinator and the School Chairperson must approve the Endorsement Plan of Study. The Coordinator and Chairperson must provide written approval for any changes to the Endorsement Plan of Study.

School Counselors Seeking Licensure as a LPCs or LPCCs

Persons with a master's degree in School Counseling who want to be licensed as a Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC) in Ohio have to complete any and all coursework currently required for LPC or LPCC licensure that was not completed as part of their master's degree in School Counseling. They do not have to complete another master's degree. Final determination of what coursework they need to take to become eligible to sit the licensure examination for LPC is made by the Ohio Counselor, Social Worker, Marriage and Family Therapist Board (OCSWMFT). According to the Ohio Revised Code, Sec. 4757.22 the individual must complete a minimum of sixty (60) semester hours of graduate credit in counselor training acceptable to the committee, including a minimum of twenty (20) semester hours of instruction in the five clinical areas with at least one course in each area. Typically, graduates of UT's School Counseling master's degree would register as Non-Degree students and have to take COUN 5020 Professional Orientation to Clinical Mental Health Counseling, COUN 6210 Psychopathology (Area 1), COUN 7540 Advanced Personality Assessment (Area 2), COUN 7240 Diagnosis and Mental Health Counseling (Area 3), and two additional courses, one that meets Area 4 and one that meets Area 5. A list of courses that meet Areas 4 and 5 are posted on our website. In addition, they have to take a 600 clock hour internship in a community counseling setting where they diagnose and treat mental and emotional disorders under the supervision of a LPCC. Students will not be allowed to enroll in COUN 6940 Counseling Internship without permission of the instructor. Please note that non-degree students are not eligible for federal financial aid or scholarships.

Non-Degree Students Seeking LPC or LPCC Licensure

Only state counselor licensing boards have the authority to accept coursework toward licensure. If a non-degree student wishes to take coursework toward meeting licensure requirements, it is up to the student to contact the state licensure board to determine which courses or areas of coursework are required. The student must submit the formal written response from the state licensure board to the program. Non-degree students can enroll in those courses if space permits with the following exception. Non-degree students wishing to enroll in Counseling Internship must provide to the Clinical Coordinator transcripts showing successful completion of a counseling practicum from a CACREP-accredited program, and the name and contact information for the practicum instructor. The Counselor Education Program reserves the right to refuse non-degree students from enrolling in Counseling Internship.

Advising

Upon admission to a Counselor Education Master's Degree program, students will be assigned an advisor from among one of the faculty members within the program. This faculty member will be their advisor for the duration of the degree unless the student requests a change of advisor in writing. Students are expected to schedule annual meetings with their advisor to receive feedback and advice on program progress. Newly admitted students should seek out their advisors immediately upon receipt of their acceptance notice from the College of Graduate Studies. Information related to courses of study, sequencing of courses, scheduling, practicum reservations, internships, and other pertinent information is available through the advisors. Faculty advisors will assist students in submitting their Master's Degree Plan of Study by the end of the first semester of enrollment. **Students should reserve a place in the practicum at the time they submit their completed plan of study.** Information about advisors' telephone numbers and office hours can be obtained by calling the Program at (419) 530-2718 between the hours of 8:30 a.m. and 4:30 p.m.

Curriculum

The duties and responsibilities of counselors imply the development of certain knowledge, values, attitudes, and skills in several areas of competency. The areas of competency covered by this curriculum correspond to those required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling curriculum leading to eligibility to take the Ohio Department of Education examination for School Counselors consists of 48 semester hours of training in specific areas as outlined below. The curriculum for the Clinical Mental Health Counseling Program is a 60-semester hour program. Licensure as a professional counselor (LPC) or professional clinical counselor (LPCC) in the State of Ohio requires 60 semester hours of coursework.

The School Counselor Course of Study (Effective August 1, 2010)

The purposes of the School Counselor Program are to provide high standards of preparation enabling counselors to provide professional counseling services relevant to the needs of students K-12 in today's schools; assist students in acquiring the knowledge, skills, attitudes, and values underlying the ability to provide those services; and impart high standards of ethical practice and professional commitment. This program meets current academic requirements for eligibility to sit for the school counselor licensure examination for the Ohio State Department of Education School Counselor License.

General Core Requirements (3 cr.)

| | | |
|-----------|--|--------|
| HSHS 6000 | Statistics and Research for HSHS Professions OR | 3 hrs. |
| RESM 5310 | Educational Research | 3 hrs. |

Required School Counseling Major Courses (42 cr.)

| | | |
|-------------|--|--------|
| COUN 5010 | Professional Orientation to School Counseling* | 4 hrs. |
| COUN 5110 | Career Counseling and Development | 3 hrs. |
| COUN 5120 | Individual and Group Assessment | 3 hrs. |
| COUN 5130 | Group Counseling* | 4 hrs. |
| COUN 5140 | Counseling Theories and Techniques* | 4 hrs. |
| COUN 5150 | Counseling Across the Lifespan | 3 hrs. |
| COUN 5160 | Cultural Diversity-Counseling & School Psychology | 3 hrs. |
| SPSY 5170 | Consultation I: Theories and Techniques | 3 hrs. |
| COUN 5190 | Counseling Practicum*** | 4 hrs. |
| COUN 6/8940 | Counseling Internship | 8 hrs. |
| SPSY 5040 | Legal & Ethical Issues for School Psych & Counselors | 4 hrs. |
| | OR | |
| SPED 5000 | Issues in Special Education** | 3 hrs. |

* These courses are prerequisites for enrolling in COUN 5190 Counseling Practicum. Students planning to enroll in COUN 5190 must have earned a grade of B or better in all prerequisite courses (i.e., COUN 5010, 5130, and 5140). **Students are advised to pre-register for practicum well in advance with the program secretary.**

** SPED not required for students with Special Education Teacher Licensure.

*** All students who can likely be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of 1 month prior to the beginning of the practicum semester.

Elective School Counseling Courses (3 cr.):

Courses listed below are suggested electives for school counselors. Other courses may be used, but must be approved by your advisor. Students should choose **one** elective.

| | | |
|-------------|---|--------|
| COUN 5970 | Current Issues in Counselor Education | 3 hrs. |
| COUN 6210 | Psychopathology | 4 hrs. |
| COUN 6220 | Child, Adolescent, Family Therapy | 3 hrs. |
| COUN 6230 | Crisis Intervention Counseling | 3 hrs. |
| COUN 6240 | Diagnosis and Mental Health Counseling | 4 hrs. |
| COUN 6960 | Master's Research Thesis (Seminar Request Required) | 3 hrs. |
| COUN 6990 | Master's Independent Study (Seminar Request Required) | 3 hrs. |
| COUN 8460 | Substance Abuse Counseling | 4 hrs. |
| COUN 6/8470 | Drugs and Mental Health Counseling | 4 hrs. |
| EDP 5210 | Child Behavior and Development | 3 hrs. |
| EDP 5220 | Adolescent Behavior and Development | 3 hrs. |

Total: 48 credit hours

The Clinical Mental Health Counseling Course of Study

(Effective August 1, 2010)

General Core Requirements (3 cr.)

| | | |
|-----------|--|--------|
| HSHS 6000 | Statistics and Research for HSHS Professions OR | 3 hrs. |
| RESM 5310 | Educational Research | 3 hrs. |

Required Clinical Mental Health Counseling Major Courses (47 cr.)

| | | |
|-----------|---|--------|
| COUN 5020 | Prof. Orientation to Clinical Mental Health Couns.* | 4 hrs. |
| COUN 5110 | Career Counseling and Development | 3 hrs. |

| | | |
|-------------|---|--------|
| COUN 5120 | Individual and Group Assessment | 3 hrs. |
| COUN 5130 | Group Counseling* | 4 hrs. |
| COUN 5140 | Counseling Theories and Techniques* | 4 hrs. |
| COUN 5150 | Counseling Across the Lifespan | 3 hrs. |
| COUN 5160 | Cultural Diversity-Counseling & School Psychology | 3 hrs. |
| COUN 5190 | Counseling Practicum** | 4 hrs. |
| COUN 6/8940 | Counseling Internship | 8 hrs. |
| COUN 6210 | Psychopathology | 4 hrs. |
| COUN 6240 | Diagnosis and Mental Health Counseling* | 4 hrs. |
| COUN 7540 | Advanced Personality Assessment | 4 hrs. |

* These courses are prerequisites for enrolling in COUN 5190 Counseling Practicum. Students planning to enroll in COUN 5190 must have earned a grade of B or better in all prerequisite courses (i.e., COUN 5020, 5130, 5140, and 6240). **Students are advised to pre-register for practicum well in advance with the program secretary.**

** All students who can likely be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of 1 month prior to the beginning of the practicum semester.

Elective Clinical Mental Health Counseling Courses (10 cr.):

Courses listed below are suggested electives for community counselors. Other courses may be used, but must be approved by your advisor. Students should choose a minimum ten hours of electives.

| | | |
|-------------|---|--------|
| COUN 5970 | Current Issues in Counselor Education | 3 hrs. |
| COUN 6220 | Child, Adolescent, Family Therapy | 3 hrs. |
| COUN 6230 | Crisis Intervention Counseling | 3 hrs. |
| COUN 6960 | Master's Research Thesis (Seminar Request Required) | 3 hrs. |
| COUN 6990 | Master's Independent Study (Seminar Request Required) | 3 hrs. |
| COUN 8460 | Substance Abuse Counseling | 4 hrs. |
| COUN 6/8470 | Drugs and Mental Health Counseling | 4 hrs. |

Total: 60 credit hours

Elective Professional Clinical Counselor Courses:

The following courses may be taken while a student is completing Master's study or following graduation. While these courses may be used to meet academic requirements for LPCC licensure, these courses are considered part of the doctoral program and should not be included in a Master's plan of study.

| | | |
|-----------|--|--------|
| COUN 7510 | Supervision in Counseling and School Psychology (prerequisite: completion of COUN 5190 Practicum or instructor consent) | 4 hrs. |
| COUN 7530 | Advanced Theories of Counseling and Consultation | 4 hrs. |

Transfer Credit

Transfer Credit—Degree in Progress

Students can transfer up to one-third of the hours required for their University of Toledo graduate degree (i.e., up to 16 hours for school counseling; up to 20 hours for clinical mental health counseling). In all transfer cases, applicant graduate transcripts will be evaluated by the respective program coordinator, who will determine the number of transferable credit hours. **Group Counseling, Counseling Theories and Techniques, Counseling Practicum, Counseling Internship, and, if applicable, Diagnosis and Mental Health Counseling must be taken at The University of Toledo.** When credit is transferred, it affects how much time students have to complete their degree. Students have six years to complete the master's degree, starting from the time they completed their first course. The six-year time limit begins with

the earliest course listed on the Plan of Study. For example, if a student transfers in credits that are four years old, they only have two years to complete the master's or they will have to petition for an extension.

Transfer Credit—From Previously Completed Degrees

A student who has obtained a master's degree at The University of Toledo and elects to enroll in a second master's degree at UT may transfer in up to twelve (12) semester hours from the first master's degree if the coursework is appropriate and the student's advisor approves. The time for completion of the degree starts with the earliest course listed on the Plan of Study, including any courses transferred from a previous degree. For students who have completed a master's degree from another institution, none of the coursework from that degree can count toward a degree at The University of Toledo.

Supervised Experiences

The Counselor Education Program provides for a variety of supervised experiences at the Master's level. Included are COUN 5190 Counseling Practicum and COUN 6940 Counseling Internship in which students work under supervision while providing individual and group counseling and consultation services to a limited number of clients in the same settings in which they anticipate employment (e.g., elementary, middle, or secondary schools; mental health centers; substance abuse treatment facilities; crisis centers; hospital inpatient programs; family service agencies; and other settings). COUN 5190 Counseling Practicum and COUN 6940 Counseling Internship must be taken through the Counselor Education Program (i.e., transfer credit cannot be substituted for these courses). All students who can likely be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of one month prior to the beginning of the practicum semester. The background check results should not be sent to the Program or any faculty member.

All students entering the COUN 5190 Counseling Practicum must have completed COUN 5130 Group Counseling, and COUN 5140 Counseling Theories and Techniques with a final grade of B or better, and obtain the instructor's permission. Students enrolled in the Clinical Mental Health Counseling Program should have completed COUN 5020 Professional Orientation to Clinical Mental Health Counseling and COUN 6240 Diagnosis & Mental Health Counseling with a final grade of B or better prior to entering COUN 5190. Students enrolled in School Counseling should have completed COUN 5010 Professional Orientation to School Counseling with a final grade of B or better prior to entering COUN 5190. **Students should reserve a place in COUN 5190 Counseling Practicum at the time they submit their plans of study. All students must provide evidence that they are covered by liability insurance before they will be permitted to participate in COUN 5190 Counseling Practicum.** Liability insurance is available at modest cost through professional associations such as the American Counseling Association (see below).

COUN 6940 Counseling Internship includes all of the activities the student will be expected to perform as an employed counselor. The student receives on-site supervision by a field supervisor as well as faculty supervision. Prerequisites to the internship include successful completion of COUN 5190 Counseling Practicum and permission of the instructor. Students cannot accumulate internship hours while they are still enrolled in Practicum and they cannot accumulate Practicum hours prior to the beginning of the semester in which they are enrolled in the Practicum. Likewise, students cannot accumulate Internship hours until the first day of the semester in which they start their Internship. Once a student begins Internship, the student can continue to accumulate Internship hours, including during breaks between semesters, until the final day of the last semester in which the student is enrolled in Internship. **Students must provide evidence that they are covered by professional liability insurance before they will be permitted to participate in the COUN 6940 Counseling Internship.**

Professional Associations

Counselor Education students should seek membership in the professional associations of their choice. Three associations are most appropriate for master's counseling students: the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), and the American School Counselor Association (ASCA). Each of these associations also has state and local affiliates you may wish to join. There are many reasons why membership in one of these organizations is important. First, membership establishes your identity within a professional field of study. Second, membership facilitates professional development through workshops, seminars, conferences, and professional publications. Third, membership helps professionals network and communicate with one another. Fourth, members benefit from money-saving discounts on things like publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Discounted student memberships are available in most associations. Membership information is available from the program secretary or from faculty members.

Financial Assistance

Scholarships from foundations and societies are available to students who have maintained a high undergraduate and graduate scholastic record. Applications can be obtained from the College of Graduate Studies office.

Special appointments as graduate assistants to assist in Student Services are available. Appointments also are available as resident advisors.

Students interested in securing financial assistance should contact the **Rocket Solution Central Office, Rocket Hall Room 1200, 419-530-8700**.

Placement Services

Center for Experiential Learning and Career Services, (Room 1533 Student Union, 419-530-4341) coordinates placement in career positions for all colleges except the College of Law. Services include individual discussions with staff members to talk over career plans, employment information, resume preparation, application procedures and job prospects, as well as the opportunity to interview with recruiters representing a variety of employers. A resource center provides information on employers, government positions, schools and colleges, occupational fields, and specific position openings.

Students interested in career positions are encouraged to contact the Center for Experiential Learning and Career Services, but especially early in the year of graduation.

Faculty Endorsement

Counselor Education faculty members welcome the opportunity to assist students in obtaining employment in a field for which the student is trained and qualified. Students will only be endorsed for employment and/or licensure commensurate with their program of study. Most faculty members support students' efforts to obtain employment through writing letters of recommendation, endorsements, and the like. Students are encouraged to approach faculty members to solicit an endorsement, however, faculty members reserve the right to decline a student's request. Faculty members may also withhold endorsement if they feel a student is not adequately trained or qualified for the position they are seeking.

Educational, Vocational, & Personal Counseling

The University of Toledo provides, by professionals other than program faculty and students, personal counseling services to students. The University Counseling Center (<http://www.utoledo.edu/studentaffairs/counseling/>), the Main Campus Medical Center (<http://www.utoledo.edu/healthservices/student/>), The University of Toledo Psychology Clinic (<http://www.utoledo.edu/al/psychology/clinic/>), and University Career Services (<http://www.utoledo.edu/utlc/career/>) provide educational, vocational, and personal counseling services for students.

Retention Policy

Faculty members regularly review students for the purposes of retention in the program. Students may be dismissed from the Program if their academic performance is substandard, if their personal or professional conduct is inappropriate, or if they are unable to demonstrate the essential functions of an effective counselor as defined by the professional societies and research literature. These essential functions include:

1. Counseling Skills
 - a. Ability to establish rapport.
 - b. Appropriate nonverbal/attending behaviors.
 - c. Concrete and focused communications.
 - d. Appropriate level of professional responsibility.

2. Personal Characteristics
 - a. Good judgment in sharing personal feelings, thoughts, and experiences.
 - b. Adequate personal awareness and growth through life experiences.
 - c. Appropriate interpersonal and communication skills.
 - d. Emotional maturity and stability.

Academic Requirements

Regulations of the Graduate Faculty require that graduate students maintain (a) a grade point average of 3.0 on a 4-point system for all courses completed and (b) an average of 3.0 on a 4-point system for courses completed in the program of specialization. Students whose grade point average falls below 3.0 on the 4-point scale are subject to dismissal from the College of Graduate Studies. Any course in which a grade below a "C" (i.e., grades of "C-" or below) was achieved will not be accepted on a "Plan of Study." A limited number of courses are graded S or U upon completion. A grade of S will allow for graduate credit to be earned.

Non-Academic Requirements

Coursework, practica, and internships are times for students to determine if they are well-suited to the profession of counseling. Additionally, faculty will be utilizing this time to evaluate students' suitability and appropriateness for the counseling profession as well as their academic performance. Students who do not appear to possess those qualities or skills associated with effective counseling may be advised to withdraw from the program. In these cases, students shall be assisted in identifying an area of study or specialization that is more suited or appropriate to their talents and skills.

Students are expected to behave in a responsible and professional manner while functioning in classes, practica, and internships. This includes students' presences and interactions on social media. Faculty may review former, current, and prospective students' social media presences and interactions. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at

http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf .) Failure to conform one's behavior to acceptable standards of practice shall be considered cause for discipline up to and including dismissal from the program. Subsequent to admission to the program, cause for dismissal shall consist of, but not be limited to:

1. Any activity of a professional or counseling nature that is prohibited under the ethical standards and practices of the American Counseling Association (ACA). Students should obtain a copy of these Standards from the American Counseling Association's website (www.counseling.org).
2. Malicious disrespect, inappropriate sexual comments or gestures toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, or fellow students.
3. The use of fraud or deceit to obtain admission to the program, a course, a practicum, or an internship.
4. Exploiting practicum or internship clients for personal gain or profit.
5. Students' presences and interactions on social media that are deemed inaccurate, inappropriate, offensive, vicious (e.g. cyberbullying), unethical, and/or illegal. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf .)
6. The illicit use of alcohol or prescription drugs or the use of illicit drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a potential or actual threat to the welfare or safety of clients.
7. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
8. Conviction of an offense that is a felony.
9. Conviction of an offense involving moral turpitude.
10. Conviction for a misdemeanor offense committed during the practice of any counseling or psychological procedure or activity.
11. Any behavior, activity, procedure, or practice that is prohibited under either the Counselor Licensure or Psychologist Licensure laws of the State of Ohio.
12. A finding of "responsible" under the Student Code of Conduct generally, or for certain identified issues, constitutes a basis for remediation or dismissal from the program.

Procedures for Dealing with Perceived Failure to Conform Acceptable Standards of Practice

The following procedures will be employed by faculty members in cases when a student's behavior fails to conform with acceptable standards of practice.

1. The issue is brought before the program faculty members for discussion as a retention matter. The issue, even if previously addressed through the University's Student Code of Conduct process, may still be examined under these program rules. While the University finding and imposition of penalties cannot be modified or reduced by the program, the program may impose additional sanctions through its process if it determines that compliance with programmatic rules or requirements for remaining in the program have been called into question.
2. The student's program advisor and one other faculty member are assigned by the Chair to meet with the student to discuss the concerns and the programmatic standards or rules at issue.

3. The student, the advisor, the additional faculty member, and any student advocate that is invited by the student meet to discuss the matter and review any available evidence. A similar opportunity is to be provided to the complainant in any matter in which the student has been found responsible for sexual misconduct under the University's Student Code of Conduct. Following the meeting(s), the student(s) are provided with two weeks to prepare and submit an official response to the matter at hand to the advisor.
4. The advisor and additional faculty member report back to the entire faculty the results of the student meeting(s) and the student(s)' subsequent response(s). The faculty members present at the meeting will develop one of the following recommendations.
 - a. A written remediation plan is developed to address the specific identified issues. The student is given the option to accept and implement the remediation plan or withdraw from the program.
 1. If the student accepts the remediation plan, the student's advisor will monitor the student's progress toward completing the remediation plan and share the remediation plan with the program faculty members when the plan is completed. Assuming that the remediation plan's completion is acceptable, the student is free to return to the program and resume progress toward degree completion.
 2. If the student does not successfully complete the remediation plan or it is rejected by the faculty, the faculty members can recommend that the student be dismissed from the academic program or an additional remediation plan can be developed.
 - b. The faculty members may recommend that the student be dismissed from the academic program rather than be allowed to complete a remediation plan and be advised about the viability of options in other UT graduate degree granting programs.
 - c. In either situation, in matters involving a Student Code of Conduct finding of responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant will receive concurrent written notice of the outcome at the same time the student does (i.e., that the student is completing a remediation plan, that the student has withdrawn, or that the student is dismissed from the program).
 - d. In matters involving a Student Code of Conduct finding of responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant has equal appeal rights.

Academic Grievance Procedure

In the event that a graduate student has an academic grievance or wishes to appeal a retention decision, he or she should attempt to resolve the problem by adhering to the following procedure:

1. Discuss the problem with the instructor involved.
2. If no resolution can be achieved, the student should present his or her grievance to the chairperson of the school.
3. If the problem is still not resolved, the student should see the dean of the college.
4. If a resolution has been unsuccessful at the college dean's level, the student may present the grievance to the College of Graduate Studies.
5. The final appeal can be made to the Committee on Academic Standing of the Graduate Council and its decision shall be binding on all parties involved in the grievance or appeal.

Note: Graduate students must file the initial grievance with the instructor and a copy with the school no later than one semester after the occurrence of the incident. Initial appeals of retention decisions must be filed with the school chairperson no later than one semester after the retention decision is made.